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English Teacher Training

A Trainer's Guide to Teaching Modern English
Teaching Methodology, Practices, and Solutions

David Eldred

First Edition

Electronic Edition

English Teacher Training

A Trainer's Guide to Teaching Modern English
Teaching Methodology, Practices, and Solutions

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About This Book

This book contains a collection of common English teaching best practices based on modern teaching methodologies. With this book, Peace Corps Volunteers and Peace Corps Response Volunteers can conduct teacher training sessions with their host institution's English language teachers.

Once trained, the teachers of host organization partners will be equipped to, in turn, provide teacher training to the English language teachers of their organization, school, community, village, city, region, or nation.

Developed in cooperation with the Batumi State Maritime Academy Poti Branch and Peace Corps Georgia, this book aims to fulfill the Peace Corps' expectations for capacity building.

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Giving Feedback

1

Session Overview:
This session focuses on best practices and common pitfalls in giving feedback to students, teachers, and co-teachers. We will discuss scenarios of ineffective and effective feedback, analyze their impact, and practice through role play.

Discussion:

1. What is feedback?
2. Why is feedback important?

Ineffective Feedback Behaviors: What to Avoid

Behavior	Impact
Answering questions for students	Reduces student engagement and critical thinking.
Correcting pronunciation immediately	Interrupts flow, discourages participation, and may embarrass students.
Correcting without positives	Demotivates students; feedback feels overly critical.
Dry, over-critical, or compassionless	Diminishes student enthusiasm and confidence.
Vague or non-specific feedback	Confuses students; they don't know how to improve.
Public/unconstructive co-teacher feedback	Damages professional relationships and trust.

Effective Feedback Behaviors: Best Practices

Behavior	Impact
Give students time to answer	Encourages participation and builds confidence.
Note pronunciation errors; correct after speaking	Maintains flow and reduces embarrassment.
Use the Sandwich Method (PIP)	Balances positives and improvements; keeps motivation high.
Warm, compassionate, and encouraging	Fosters a positive learning environment.
Specific and actionable feedback	Helps students understand how to improve.
Private and constructive co-teacher feedback	Strengthens collaboration and professional growth.

Giving Feedback

Role Playing: Three Scenarios

Scenario 1a:

You are a student taking an elementary A2 English class. You have been given a text to read for the class. Some words you pronounce incorrectly. Read the following text and **pronounce the underlined words wrong**. Your teacher will correct you as you're reading. You will feel discouraged.

- **Student:** I go on holidays to London with my family every year. My father runs in the London **marathon**. He is a very good runner and runs very fast. On **Wednesday** we plan to go see **Buckingham** Palace. We plan to **fly** home on Friday."
- **Teacher:** Correct every word that is pronounced incorrectly.

Scenario 1b:

Read the same text a second time and **make the same pronunciation mistakes**. Your teacher will give feedback after you read the text.

Student: I go on holidays to London with my family every year. My father runs in the London **marathon**. He is a very good runner and runs very fast. On **Wednesday** we plan to go see **Buckingham** Palace. We plan to fly home on Friday.

Teacher: "You are getting better at pronouncing words. You can improve on a few words. Let's practice some as a group. Let's listen, and repeat. 'mar-a-thon, mar-a-thon.' Inga, 'mar-a-thon.' Eka, 'mar-a-thon.' You also read quicker than before. Good job."

Scenario 2a:

You are an A2 level student who has been asked to orally complete some sentences with the correct preposition. You are very excited to do the exercises. While doing the exercises, **you know the answers, but you need to pause for a moment to think of each answer. The teacher WILL answer** the questions for you before you can answer.

1. I have English class _____ 10:00.
2. I live _____ Paris.
3. My home is _____ Elm Street.

After the exercises, you are no longer excited, and feel frustrated.

Scenario 2b:

Repeat the scenario: You are an A2 level student who has been asked to orally complete some sentences with the correct preposition. You are very excited to do the exercises. While doing the exercises, **you know the answers, but you pause for a moment to think of each answer. The teacher WILL NOT answer** the questions for you, and you are able to complete the exercises.

1. I have English class _____ 10:00
2. I live _____ Paris.
3. My home is _____ Elm Street.

After the exercises, your teacher tells you that you did good job.

Giving Feedback

Role Playing: Three Scenarios...continued

Scenario 3a:

You are a teacher working with a Volunteer and are co-teaching a lesson. You make a mistake while using the Subjunctive Mood construction while discussing a talented student. You were not teaching this skill, nor was it important for the students to learn yet.

Teacher to the volunteer: "I recommend that Ana **studies** for the English Olympiad. She is very talented."

Volunteer in class: "It's **study**, not **studies**. We use the Subjunctive Mood grammar when we recommend, advise, wish, desire, or insist. The sentence should be, "I recommend that Ana **study** for the English Olympiad." With Subjunctive Mood, we use the base form of the verb.

The students see the Volunteer correcting the Teacher and lose confidence that their teacher is an expert.

Scenario 3b:

Repeat the scenario: You are a teacher working with a Volunteer and are co-teaching a lesson. You make a mistake while using the Subjunctive Mood construction while discussing a talented student. You were not teaching this skill, nor was it important for an A2 student to learn yet.

Teacher to the volunteer: "I recommend that Ana **studies** for the English Olympiad. She is very talented."

After class you go to another room and discuss the lesson. The volunteer says the following:

Volunteer: "That lesson went very well. I know you want me here to also improve your English. Would you like to discuss some ways to address some small errors?"

Key Takeaways:

- Feedback should empower, not discourage.
- Timing and tone matter as much as content.
- Specificity and compassion are essential for student growth.
- Professionalism and privacy are crucial for co-teacher feedback.

Giving Instructions

2

Session Overview:
This session focuses on best practices and common pitfalls in classroom management and classroom instructions. We will discuss scenarios of ineffective and effective methods of providing classroom management and classroom instructions, analyze their impact, and practice through role play.

Warm up Activity: (Materials needed: 1 ball, 1 blindfold)

With a blindfold on, give instructions on how to navigate the library to pick up a ball. Each teacher takes turns giving instructions. Until the teacher reaches the ball, use the following instructions:

- Go forward
- Go backward
- Turn left
- Turn right
- Step left
- Step right
- Stop

Discussion:

1. What are classroom instructions and what types of instructions do we provide?
2. Why are good instructions important?
3. What are effective behaviors for good classroom instructions?

Effective Behaviors: Best Practices

- **Short and clear:** Use simple language.
- **Step-by-step:** Break tasks into small parts.
- **Gestures:** Point, nod, or demonstrate.
- **CCQs:** Check understanding (e.g., "Will you write or speak first?").
- **Understanding and empathetic:** Putting yourself in the students' shoes.

Ineffective Behaviors: What to Avoid

- Long explanations.
- Unnecessary details (e.g., "First, take out your notebook—oh, and make sure your pencil is sharp…").

Activities: Two Scenarios

Scenario 1a:
You are a teacher who is teaching a B2 English class. You are teaching an alternative form of the first conditional.

First Conditional with an **imperative** instead of **will**, and substituting **when** for **if**.
You teach the following.

1. The speaker **is uncertain** whether David is coming back to the office: **If** David comes back to the office, tell him I've gone home.
2. The speaker **is certain** that David is coming back to the office: **When** David comes back to the office, tell him I've gone home. (certain)

Note: You then move on to the next exercise without checking the student's understanding.
Teacher: "Tonight for homework, I'd like you to write 5 Second Conditional sentences. Ok, now let's discuss future "to be + going to" vs "will" and its usage.

Giving Instructions

Activities: Two Scenarios...continued

Scenario 1b:
You are a teacher who is teaching a B2 English class. You are teaching an alternative form of the first conditional.

First Conditional with an **imperative** instead of **will**, and substituting **when** for **if**.
You teach the following.

1. The speaker **is uncertain** whether David is coming back to the office: **If** David comes back to the office, tell him I've gone home.
2. The speaker **is certain** that David is coming back to the office: **When** David comes back to the office, tell him I've gone home. (certain)

Note: You perform concept check questions (CCQs) to assess the understanding of the students.
Teacher: "The first conditional can use an imperative in the result clause instead of 'will.'" This is true because it is happening in the future, unlike a zero conditional that has no time associated with it, and is used to give simple facts."

CCQs:
"Inga, what can we use in place of 'if' in a first conditional sentence? "You're right, 'when' can be used."
"Eka, what can you replace for 'will' in a first conditional sentence?" "Yes, it can be replaced with an imperative."
"Gocha, why would someone use 'when' instead of 'if' in the sentence?" "Yes, because you are certain the event will happen."
"Tonight for homework, I'd like you to write 5 Second Conditional sentences. How many sentences should you write?"

Scenario 2a:
Materials needed: 1 deck of cards
Teacher: "You all have playing cards in front of you. Please lay out the cards in front of you."
Teacher: "Sorry, you did this exercise wrong."

Scenario 2b:
Teacher: "You all have 5 playing cards in front of you. Please put cards 2 to 6 in ascending order, and 7 to Ace descending order, with Ace being the highest number."
Teacher: "Inga, how should the cards from 2 to 6 be sorted?"
Teacher: "Eka, how should the cards from 7 to Ace be sorted?

Key Takeaways:

1. **Clarity is King:** Effective instructions are short, simple, and step-by-step. Avoid long explanations or unnecessary details—focus on what students need to know, not what you could say. Use gestures, demonstrations, and visuals to reinforce understanding.
2. **Check for Understanding:** Never assume comprehension. Use Concept Check Questions (CCQs) to verify understanding before moving on. For example: "Will you write or speak first?" or "Why would we use 'when' instead of 'if'?" This ensures students are on the same page and reduces confusion later.
3. **Practice Precision in Language:** Choose your words carefully. Replace vague or ambiguous language with specific, actionable instructions. For example, instead of "Lay out the cards," say "Put cards 2 to 6 in ascending order, and 7 to Ace in descending order."
4. **Avoid the Pitfalls of Over-Instruction:** Overloading students with information or correcting without clarity (e.g., "You did this wrong") creates frustration. Focus on constructive, clear feedback and model what success looks like.
5. **Empathy Builds Engagement:** Put yourself in your students' shoes. Activities like the blindfolded navigation exercise highlight the importance of clear, sequential, and patient instructions. When students feel understood and supported, they engage more deeply and learn more effectively.

Co-Teaching

3

Session Overview:
This session explores the principles and practices of co-teaching, focusing on building positive relationships between Peace Corps Volunteers (PCVs) and Counterparts (CPs). Participants will discuss key traits for successful co-teaching, analyze its benefits, and practice through role-play scenarios.

Co-teaching is a collaborative approach that leverages the strengths of both teachers to create a dynamic and inclusive classroom. The focus is on mutual support, shared goals, and continuous improvement.

Discussion:

1. What is co-teaching?
2. What is co-planning?
3. Why is building a positive relationship important in co-teaching?

Key Traits for Co-Teaching:

Trait	Impact
Honesty & Kind Communication	Builds trust and fosters open dialogue.
Willingness to Work Through Difficulties	Strengthens collaboration and problem-solving.
Sense of Humor	Lightens the atmosphere and reduces stress.
Sharing Life Lessons	Creates personal connections and mutual understanding.
Emotional Support & Compliments	Boosts morale and motivation.
Compassion & Forgiveness	Encourages a supportive and non-judgmental environment.

Benefits for PCV/PCRV & Counterpart:

Benefit	Impact
Greater Creativity	Encourages innovative teaching ideas and approaches.
Shared Responsibility	Distributes workload and decision-making.
Continued Learning	Teachers learn from each other's styles, methods, and skills.
Gender, Cultural, Ethnic Balance	Represents the diversity of the group, fostering inclusivity.
Opportunity for Growth	Teachers gain experience and knowledge from colleagues.
Complementary Strengths	Teachers can build off each other's strengths.
Professional & Personal Growth	Fosters development and self-improvement.

Co-Teaching

Co-Planning: A Critical Component of Co-Teaching

Why Co-Planning Matters
Co-planning ensures that:

- Both teachers are prepared and aligned on lesson goals, activities, and roles.
- Strengths are leveraged: One teacher's expertise can complement the other's.
- Student needs are met: Diverse perspectives lead to more inclusive and engaging lessons.
- Classroom management is smoother: Clear roles reduce confusion and improve flow.

Key Principles of Co-Planning:

Principle	Impact
Shared Goals	Ensures both teachers work toward the same objectives.
Clear Roles	Defines who leads, supports, or assesses during the lesson.
Open Communication	Encourages honesty, active listening, and mutual respect.
Flexibility	Allows for adjustments based on student needs or unexpected challenges.
Reflection and Feedback	Helps refine future lessons and strengthen collaboration.

Scenarios:

Co-Teaching Scenario 1a: Miscommunication

You are a CP co-teaching with a PCV. During a lesson, you notice the PCV is struggling with a new teaching method. Instead of discussing it privately, you correct them in front of the class, causing tension.

CP: "No, that's not how you explain the present perfect tense. Let me show you."
PCV: (Feels embarrassed and withdraws from the lesson.)

Co-Teaching Scenario 1b: Supportive Communication

Repeat the scenario, but this time, you address the issue privately after class.

CP: "I noticed you were having trouble with the present perfect explanation. Would you like to discuss it together after class?"
PCV: (Feels supported and open to feedback.)

Co-Teaching Scenario 2a: Lack of Inclusivity

You are co-teaching a lesson on cultural diversity. You dominate the discussion, leaving your CP with little opportunity to contribute.

PCV: (Talks for most of the lesson, rarely asking for CP's input.)
CP: (Feels undervalued and disengaged.)

Co-Teaching

Scenarios: (Continued)
Co-Teaching Scenario 2b: Inclusive Collaboration

Repeat the scenario, but this time, you actively involve your CP in the lesson.

PCV: "Let's both share our perspectives on this topic. What do you think?"
CP: (Feels valued and actively participates.)

Co-Planning Scenario: Building on Strengths

You and your co-teacher are planning a lesson on "Environmental Conservation" for a B1 English class. Your co-teacher is passionate about science, while you excel in interactive activities. How will you co-plan the lesson to leverage both strengths?

- **Discussion Questions:**
  - How will you divide the roles?
  - What activities will you include to engage students?
  - How will you assess student understanding?
  - What contingency plans will you put in place?

Key Takeaways for Co-Teaching:
- Honesty and kindness are the foundation of a strong co-teaching relationship.
- Shared responsibility and complementary strengths enhance teaching effectiveness.
- Empathy and support create a positive and inclusive classroom environment.
- Open communication and willingness to learn foster professional growth.

Key Takeaways for Co-Planning:
- **Alignment is essential:** Both teachers should agree on goals, roles, and strategies.
- **Leverage strengths:** Assign roles based on what each teacher does best.
- **Communicate openly:** Discuss ideas, concerns, and feedback honestly and respectfully.
- **Be flexible:** Adapt plans as needed during the lesson.
- **Reflect and improve:** Use feedback to refine future co-planning sessions.

Teaching Vocabulary

4

Session Overview:
This session focuses on best practices for teaching vocabulary effectively. Participants will explore a structured approach **(meaning → pronunciation → form)**, engage in practical activities, and practice through role-play scenarios.

Discussion:

1. Why is teaching vocabulary important?
2. What are the challenges students face when learning new words?

Challenges:

Challenge	Description	Example
Limited Exposure	Beginners have a small vocabulary base and limited exposure to the language.	Struggling to recognize even basic words like "hello," "book," or "water."
Pronunciation Difficulties	Unfamiliar sounds and stress patterns make pronunciation challenging.	Mispronouncing "thank you" as "sank you" or "water" as "vater."
Lack of Context	Words are often taught in isolation, making it hard to understand usage.	Confusing "run" (verb) with "run" (noun, e.g., "a run in the park").
Memory Overload	Beginners struggle to retain new words due to cognitive overload.	Forgetting words like "chair," "table," or "pen" shortly after learning them.
Fear of Mistakes	Low confidence leads to hesitation in speaking or using new words.	Avoiding participation in class for fear of mispronouncing or misusing words.
False Cognates	Words that look similar to their native language but have different meanings cause confusion.	Assuming "magazine" means the same as "magazia / მაგაზია" (Georgian for "shop").

Common Pitfalls:

Pitfall (noun) - A hidden or not easily recognized danger or difficulty.

Pitfall	Impact	Solution
Teaching words in isolation	Students struggle to use words in context.	Teach words in phrases or sentences.
Ignoring pronunciation	Students mispronounce words and lack confidence.	Drill pronunciation chorally and individually.
Overloading with too many words	Students feel overwhelmed and retain less.	Introduce 5-7 words per lesson.
Not reviewing vocabulary	Students forget words quickly.	Use spaced repetition and review games.
Assuming understanding	Students may not grasp the meaning or usage.	Check understanding with CCQs (concept check questions).

Teaching Vocabulary

Good Practices:

Step	Description	Example
Meaning	Introduce the word in context. Use visuals, examples, or translations if necessary.	Show a picture of a "backpack" and say, "This is a backpack. We use it to carry books."
Pronunciation	Model the correct pronunciation. Drill chorally and individually. Use phonetics if helpful.	"Back-pack. Repeat after me: back-pack."
Form	Teach the word's grammatical form (e.g., noun, verb, adjective) and usage in sentences.	"Backpack is a noun. We say, 'I put my notebook in my backpack.'"

Strategies:

Use visuals and realia: Pair words with images or objects (e.g., flashcards, labeled classroom items).
Teach in chunks: Introduce words in phrases or sentences (e.g., "I have a book" instead of just "book").
Focus on high-frequency words: Prioritize words students will use daily (e.g., greetings, classroom objects).
Drill pronunciation: Use choral repetition, minimal pairs (e.g., "ship" vs. "sheep"), and phonetic exercises.
Encourage low-stakes practice: Use games like "Simon Says" to build confidence.
Provide scaffolding: Use sentence starters (e.g., "I see a ___") to help students use new words.

Practical Activities:

Activity	Description	Example
Flashcard Games	Use flashcards for matching, memory, or quick recall games.	Show a flashcard with "apple" and ask students to say the word and use it in a sentence.
Word Association	Students brainstorm words related to a target word.	For "travel," students might say "suitcase," "airport," or "passport."
Sentence Creation	Students create sentences using the new word.	"Write a sentence with 'backpack.' Example: 'My backpack is heavy.'"
Role-Play	Students use the word in a real-life dialogue.	"Pretend you're at the store. Ask for a backpack and describe what you need."
Word Maps	Students create visual maps linking the word to its meaning, synonyms, and antonyms.	Draw a map for "happy" with synonyms like "joyful" and antonyms like "sad."

Role-Play & Scenarios for Teaching Vocabulary:

Role-Play: Meaning, Pronunciation, and Form

Meaning: Teacher teaches the definition: Backpack (noun) – A pack that has two shoulder straps and is carried on the back.

Teacher shows a picture of a backpack:
Backpack

Pronunciation: Teacher drills the word "backpack" for the class to pronounce, then for individual students to pronounce.

Form: Teacher provides an example of using "backpack" in a sentence, then asks the students to provide their own examples via a speaking, or writing task.

Teaching Vocabulary

Role-Play & Scenarios for Teaching Vocabulary...continued

Scenario 1: Introducing New Words

Context: You are teaching a beginner class the words "notebook," "pencil," and "eraser."

- **Teacher:** Introduces the words using realia (showing the objects).
- **Students:** Repeat the words and use them in sentences.
- **Challenge:** One student struggles with the pronunciation of "pencil."
- **Task:** How will you correct the student without discouraging them?

Example Solution:

- Model the correct pronunciation again.
- Ask the class to repeat together, then individually.
- Praise the student's effort: "Good try! Let's practice again: pen-cil."

Scenario 2: Using Vocabulary in Context

Context: You've taught the words "restaurant," "menu," and "order." Students practice a dialogue.

- **Student A:** "I want to order pizza."
- **Student B:** "Here is the menu."
- **Challenge:** Student A says, "I want to order a pizza book."
- **Task:** How will you correct the mistake and reinforce the correct usage?

Example Solution:

- Smile and say, "Almost! We say, 'I want to order pizza.' 'Book' is not food."
- Ask the class, "What do we use a menu for?" to reinforce understanding.

Scenario 3: Reviewing Vocabulary

Context: You're reviewing words from the previous lesson ("happy," "sad," "angry").

- **Activity:** Play "Emotion Charades." Students act out emotions while others guess the word.
- **Challenge:** A student forgets the word for "angry."
- **Task:** How will you help the student recall the word?

Example Solution:

- **Give a hint:** "It's how you feel when something is unfair."
- **Encourage peers to help:** "Who remembers the word?"

Key Takeaways:

- **Context matters:** Always teach vocabulary in meaningful contexts.
- **Pronunciation is key:** Drill words until students feel confident.
- **Form follows function:** Teach how to use the word, not just its definition.
- **Review and recycle:** Reinforce vocabulary through games, repetition, and real-life use.
- **Empathy and patience:** Correct mistakes gently and encourage participation.
- **Meaning → Pronunciation → Form:** A structured approach to teaching vocabulary.

Teaching Communicative Skills: Speaking & Writing

5

Session Overview:
This session explores best practices for teaching speaking and writing as communicative skills. Participants will discuss the importance of communicative competence, learn strategies to engage students, and practice designing activities that prioritize meaningful interaction and expression.

Discussion:

1. Why are speaking and writing important for communicative competence?
2. How can teachers balance fluency and accuracy in communicative activities?
3. What challenges do students face in speaking and writing, and how can we address them?

Teaching Speaking:
https://youtu.be/EAq6ui65508

Teaching Writing:
https://youtu.be/dFhrOOytR_I

Why Increase Focus on Communicative Skills?

- **Global demands:** Employers, universities, and international organizations prioritize **communicative competence**—the ability to interact clearly and appropriately
- **Communicative Language Teaching (CLT):** Modern language education emphasizes **interaction, negotiation of meaning, and authentic communication** over rote memorization or passive learning.
- **Common European Framework of Reference (CEFR):** The CEFR, widely used for language assessment, places **speaking and writing** at the core of language proficiency. It defines competence not just as knowing language rules, but as **using language to achieve real-world goals**.
- **Speaking and writing are often the weakest skills:** Many language learners excel in receptive skills (listening and reading) but struggle with productive skills (speaking and writing). This gap can hinder their ability to:
  - Participate in discussions or meetings.
  - Write coherent emails, reports, or essays.
  - Express opinions or negotiate meaning in real-time conversations.
- **Assessment data:** Standardized tests (e.g., TOEFL, IELTS, Cambridge exams) often reveal that **speaking and writing scores lag behind listening and reading**. This reflects a need for more targeted practice in these areas.
- **Academic success:** Writing is a key skill for essays, research papers, and presentations. Speaking is crucial for class discussions, oral exams, and collaborations.
- **Career readiness:** Professions increasingly require **clear communication**, whether in team meetings, client interactions, or written reports.

Balancing Communicative Skills: Fluency vs. Accuracy

Focus	Fluency	Accuracy
Goal	Encourage students to communicate freely, even if they make mistakes.	Help students produce correct language (grammar, vocabulary, pronunciation).
When	Early stages of speaking/writing activities.	Later stages, during revision or editing.
How	Use open-ended tasks, discussions, or role-plays.	Provide targeted feedback, error correction, or grammar exercises.
Example	"Discuss your favorite hobby with a partner for 3 minutes."	"Edit your paragraph to correct verb tenses and spelling."

Teaching Communicative Skills: Speaking & Writing

Principles for Effective Speaking Activities

Principle	Description	Example
Purposeful Interaction	Activities should require students to communicate for a real reason (e.g., sharing opinions, solving problems).	Debate: "Should schools start later in the morning?"
Preparation Time	Give students time to organize their thoughts before speaking.	"You have 2 minutes to prepare 3 reasons for your opinion."
Relevant Topics	Choose topics that connect to students' lives, interests, or experiences.	"Describe your favorite local festival and why it's special to you."
Information Gap	Design activities where students need to exchange information to complete a task.	Student A describes a picture to Student B, who draws it based on the description.
Scaffolding	Provide vocabulary, sentence starters, or models to support students.	"Use these phrases: 'In my opinion...', 'I disagree because...'"

Challenges and Solutions for Speaking Activities

Challenge	Solution
Students have no time to think.	Provide 1–2 minutes of preparation time before speaking.
Lack of vocabulary on the topic.	Pre-teach 5–7 essential words or phrases related to the topic.
Topics are not relevant.	Personalize topics (e.g., "What do YOU do on weekends?").
Low confidence in speaking.	Start with low-stakes activities (e.g., pair discussions, games) and build to presentations.

Example Speaking Activity: Information Gap:
Objective: Practice describing and listening for details.

1. Divide students into pairs.
2. Give Student A a picture of a busy scene (e.g., a market).
3. Give Student B a blank sheet to draw the scene.
4. Student A describes the picture to Student B, who draws it based on the description.
5. Compare the drawing to the original picture and discuss similarities and differences.

Teaching Communicative Skills: Speaking & Writing

Teaching Writing Skills:

Stages of the Writing Process

Stage	Goal	Activities
Prewriting	Generate ideas.	Brainstorming, mind maps, lists, or freewriting.
Outlining	Organize ideas.	Create an outline or graphic organizer.
Drafting	Write the first version.	Focus on content and ideas, not perfection.
Revising	Improve clarity and coherence.	Peer review, reorder paragraphs, add details.
Editing	Correct grammar and mechanics.	Check for spelling, punctuation, and grammar.
Publishing	Share the final product.	Read aloud, post on a class board, or share with a partner.

Criteria for a Good Writing Lesson:

- **Student-centered:** Topics should interest students (e.g., "Write about your favorite memory").
- **Audience:** Writing should be for someone other than the teacher (e.g., pen pals, classmates).
- **Feedback:** Provide constructive comments (use the PIP method: Positive-Improvement-Positive).
- **Time:** Allow sufficient time for drafting and revising.

Example Writing Activity: Peer Review:
Objective: Practice giving and receiving feedback.

1. Students write a short paragraph about a personal experience.
2. Pair students and provide a **feedback checklist** (e.g., "Does the paragraph have a clear beginning, middle, and end?").
3. Students swap paragraphs and provide feedback using the checklist.
4. Students revise their paragraphs based on feedback.
5. Volunteers share their revised paragraphs with the class.

Role-Play Scenarios for Practice:

Scenario 1: Speaking Activity
Context: Students are discussing their dream jobs.

- **Challenge:** Some students struggle to express their ideas due to limited vocabulary.
- **Task:** How can you support them while keeping the activity communicative?
  - Solution: Pre-teach job-related vocabulary and provide **sentence starters** (e.g., "I want to be a _____ because...").

Scenario 2: Writing Activity
Context: Students are writing a **persuasive letter** to their school director for an improvement.

- **Challenge:** Students' letters lack clear structure and arguments.
- **Task:** How can you guide them to improve their writing?
  - **Solution:** Provide an outline (introduction, reasons, conclusion) and model a sample letter.

Teaching Communicative Skills: Speaking & Writing

Key Takeaways:

- **Communicative competence is the goal:** Students should be able to express themselves clearly and understand others.
- **Speaking and writing activities** should be **purposeful, relevant, and engaging**.
- **Balance fluency and accuracy:** Encourage free expression early on, then refine language through feedback and revision.
- **Scaffold and support:** Provide vocabulary, models, and preparation time to build confidence.

Using Controlled, Semi-Controlled, and Free Activities

6

Session Overview:
This session explores the progression of activities from controlled to semi-controlled to free, and how this framework can be applied to vocabulary, grammar, reading, speaking, listening, and writing. Participants will analyze the purpose of each type of activity, practice designing lessons using this progression, and discuss how to scaffold learning effectively.

Discussion:

1. Why is it important to use a progression of activities **(controlled → semi-controlled → free)**?
2. How does this progression support language acquisition and student confidence?
3. What are examples of **controlled, semi-controlled,** and **free** activities for different language skills?

Understanding the Progression:

Controlled, Semi-Controlled, and Free Activities

Type	Definition	Purpose	Examples
Controlled	Highly structured activities with limited student choice. Focus on accuracy and repetition.	Build confidence, reinforce form, and ensure correct usage of language.	Fill-in-the-blank, matching, true/false, repetition drills, guided cloze exercises.
Semi-Controlled	Structured but allows for some creativity and personalization.	Encourage students to use language in context while providing support.	Role-plays with prompts, guided conversations, sentence completion, interviews with questions.
Free	Open-ended activities with full creative freedom.	Develop fluency, critical thinking, and real-world application of language.	Debates, creative writing, open discussions, projects, storytelling, unscripted role-plays.

Applying the Progression to Language Skills:

1. Vocabulary

- **Controlled:** Matching words to pictures, flashcard drills, or labeling diagrams.
- **Semi-Controlled:** Creating sentences using target vocabulary, or categorizing words into groups.
- **Free:** Writing a story or describing a personal experience using the vocabulary.

2. Grammar

- **Controlled:** Fill-in-the-blank exercises, conjugating verbs, or correcting sentences.
- **Semi-Controlled:** Writing sentences or short dialogues using the target grammar structure.
- **Free:** Debating a topic or writing a paragraph using the grammar naturally.

3. Reading

- **Controlled:** Answering comprehension questions with multiple-choice or true/false answers.
- **Semi-Controlled:** Summarizing a paragraph or creating questions for peers about the text.
- **Free:** Writing a book review or discussing themes in the text.

4. Listening

- **Controlled:** Listening to a dialogue and filling in missing words or answering true/false questions.
- **Semi-Controlled:** Listening and then role-playing a similar conversation with a partner.
- **Free:** Listening to a podcast and discussing opinions or experiences related to the topic.

Using Controlled, Semi-Controlled, and Free Activities

Applying the Progression to Language Skills...continued:

5. Speaking

- **Controlled:** Repeating sentences, reading dialogues aloud, or answering direct questions.
- **Semi-Controlled:** Role-playing a scenario with guided prompts (e.g., "You are at a restaurant. Order food.").
- **Free:** Debating a topic, giving a presentation, or discussing personal experiences.

6. Writing

- **Controlled:** Copying sentences, filling in gaps, or writing sentences using a word bank.
- **Semi-Controlled:** Writing a paragraph using a graphic organizer or answering a prompt with personal details.
- **Free:** Writing a story, essay, or journal entry on a topic of choice.

Practical Activities for the Training Session:

Activity 1: Identifying the Progression

Objective: Recognize and categorize activities as **controlled, semi-controlled, or free**.

1. Provide participants with a list of activities (e.g., "fill-in-the-blank," "write a story," "role-play a job interview").
2. In pairs, participants categorize each activity and justify their choices.
3. Discuss as a group and clarify any misunderstandings.

Activity 2: Designing a Lesson

Objective: Practice creating a lesson using the controlled → semi-controlled → free progression.

1. Divide participants into small groups.
2. Assign each group a language skill (vocabulary, grammar, reading, etc.).
3. Groups design a 15-minute lesson plan that includes:
    - One **controlled** activity
    - One **semi-controlled** activity
    - One **free** activity
4. Groups present their lesson plans and explain their choices.

Activity 3: Adapting Existing Activities

Objective: Modify activities to fit the progression.

1. Provide participants with a list of controlled activities (e.g., "match the word to the picture").
2. Ask them to adapt the activity to make it **semi-controlled** and then free.
3. Example:
    - **Controlled:** Match vocabulary words to pictures.
    - **Semi-Controlled:** Use the vocabulary words to create sentences about the pictures.
    - **Free:** Write a short story using the vocabulary words.

Activity 4: Role-Play and Reflection

Objective: Experience the progression as learners and reflect on its effectiveness.

1. Lead participants through a mini-lesson using the progression (e.g., teaching a grammar point).
    - Start with a **controlled** activity (e.g., fill-in-the-blank).
    - Move to a **semi-controlled** activity (e.g., create a dialogue using the grammar).
    - End with a **free activity** (e.g., discuss a personal experience using the grammar).
2. After the lesson, facilitate a reflection:
    - How did the progression affect their confidence and understanding?
    - What challenges or benefits did they notice?

Using Controlled, Semi-Controlled, and Free Activities

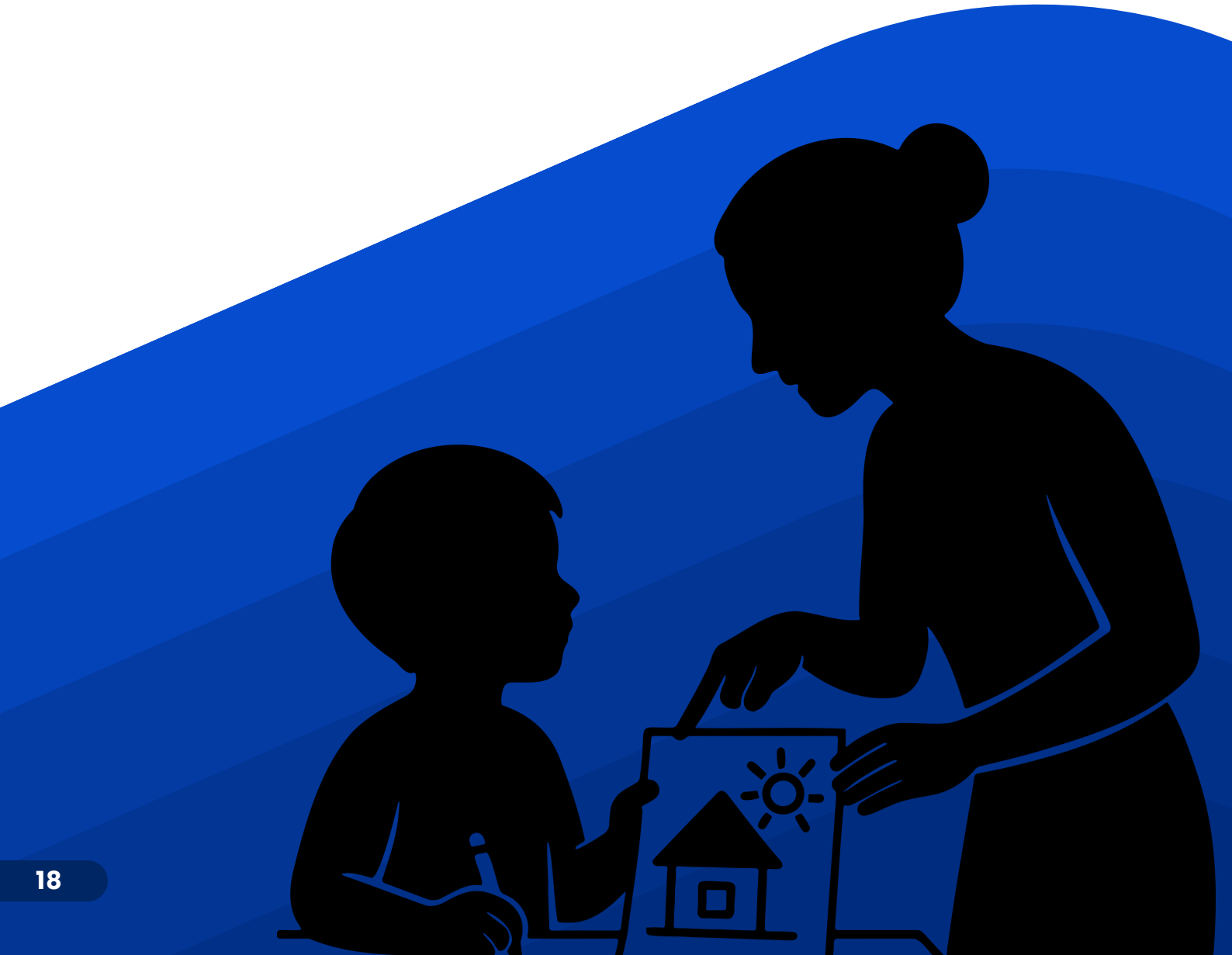
Key Takeaways:

- **Scaffolding is essential:** The progression from controlled to free activities helps students build confidence and fluency.
- **Balance accuracy and fluency:** Controlled activities focus on accuracy, while free activities develop fluency.
- **Personalization matters:** Semi-controlled and free activities allow students to connect language to their lives, increasing engagement.
- **Adapt to student needs:** Adjust the progression based on students' proficiency levels and learning goals.

Example Lesson Plan Using the Progression:

Skill: Speaking (Topic: Travel)

1. **Controlled:** Match travel-related vocabulary to pictures.
2. **Semi-Controlled:** In pairs, ask and answer questions about a recent trip using the vocabulary (e.g., "Where did you go? What did you see?").
3. **Free:** Plan and present a 2-minute travel itinerary for a dream vacation, using the vocabulary and grammar naturally.



Differentiated Instruction

7

Session Overview:
This session focuses on **Differentiated Instruction** specifically for **English Language Teaching**. Participants will explore how to adapt instruction to meet the diverse needs of English language learners, focusing on practical strategies for differentiating content, process, product, and learning environment.

Discussion:

1. What is Differentiated Instruction, and why is it important in English language teaching?
2. How can English language teachers differentiate instruction to meet the needs of diverse learners?
3. What are practical strategies for differentiating content, process, product, and learning environment in English language teaching?

What is Differentiated Instruction in English Language Teaching?

Differentiated Instruction is an approach that tailors teaching to meet the **diverse needs of English language learners**. It recognizes that students have different levels of **language proficiency, learning styles, and interests**. The goal is to create a learning environment where all students can engage with the language in meaningful ways.

Video:
Misconceptions about Differentiated Instruction:
https://youtu.be/c1P7C17kiG8

Why Differentiate in English Language Teaching?

- **Varying Language Proficiencies:** Students in an English language classroom often have varying levels of proficiency.
- **Cultural and Linguistic Backgrounds**: Students bring different cultural and linguistic backgrounds, which can influence their learning needs.
- **Engagement and Motivation:** Differentiated instruction helps engage students by making learning relevant to their interests and needs.
- **Inclusivity:** Ensures that all students, regardless of their starting point, have opportunities to succeed.

How to Differentiate in English Language Teaching

1. Differentiating the Content

Strategy	Application in English Language Teaching	Example
Tiered Reading Materials	Provide reading materials at different levels of complexity.	Offer simplified and advanced versions of the same text.
Scaffolding	Use sentence starters, visuals, or translations to support comprehension.	Provide sentence frames for writing or speaking tasks.
Multimedia Resources	Use audio, video, and interactive content to support different learning styles.	Use podcasts for listening practice and videos for visual learners.

Differentiated Instruction

2. Differentiating the Process

Strategy	Application in English Language Teaching	Example
Learning Stations	Set up stations for different activities (e.g., listening, speaking, reading, writing).	Rotate students through stations focused on different skills.
Tiered Activities	Design activities with varying levels of support or challenge.	Offer guided and independent reading comprehension tasks.
Flexible Grouping	Group students by proficiency, interest, or learning style.	Pair advanced students with beginners for peer support.

3. Differentiating the Product

Strategy	Application in English Language Teaching	Example
Choice Boards	Allow students to choose how they demonstrate their understanding (e.g., presentation, essay, video).	Offer options for a final project: write an essay, create a video, or give a presentation.
Portfolios	Use portfolios to showcase student work over time.	Collect writing samples, audio recordings, and projects in a portfolio.
Real-World Tasks	Assign tasks that connect to real-life language use (e.g., writing an email, giving directions).	Have students write an email to a pen pal or create a travel guide.

4. Differentiating the Learning Environment

Strategy	Application in English Language Teaching	Example
Flexible Seating	Arrange the classroom to support different activities (e.g., group work, independent study).	Use movable desks for easy transitions between activities.
Multimodal Resources	Provide a variety of resources (e.g., books, audio clips, visuals) to support different learning styles.	Offer audiobooks for listening practice and graphic novels for visual learners.
Culturally Responsive Materials	Use materials that reflect students' cultural backgrounds and experiences.	Include texts and topics that resonate with students' cultures and interests.

Differentiated Instruction

Practical Activities for English Language Teachers

Activity 1: Tiered Reading and Discussion

Objective: Differentiate reading materials and discussion questions based on proficiency levels.

Steps:

1. **Select a Text:** Choose a text with varying levels of complexity (e.g., a news article).
- **Create Tiered Questions:**
  - **Beginner:** Basic comprehension questions (e.g., "Who are the main characters?").
  - **Intermediate:** Analysis questions (e.g., "Why did the character make that choice?").
  - **Advanced:** Critical thinking questions (e.g., "How would you have resolved the conflict?").
2. **Discuss in Groups:** Students discuss their answers in groups based on their proficiency level.

Why it works:

- Supports different proficiency levels while using the same text.
- Encourages critical thinking and discussion.

Activity 2: Learning Stations for Language Skills

Objective: Differentiate process by setting up stations for different language skills.

Steps:

- **Set Up Stations:** Listening Station: Audio clips with comprehension questions.
- **Speaking Station:** Role-play scenarios.
- **Reading Station:** Short texts with comprehension tasks.
- **Writing Station:** Prompts for creative writing.

1. **Rotate Students:** Students spend 10-15 minutes at each station.
2. **Reflect and Share:** Students reflect on what they learned and share insights with the class.

Why it works:

- Allows students to focus on specific skills based on their needs.
- Encourages active engagement and collaboration

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Activity 3: Choice Boards for Assessment

Objective: Differentiate product by allowing students to choose how they demonstrate their understanding.

Steps:

1. **Create a Choice Board:** Offer options for a final project (e.g., write an essay, create a video, give a presentation).
2. **Provide Guidelines:** Ensure each option meets the same learning objectives.
3. **Present Projects:** Students present their projects to the class.

Why it works:

- Gives students autonomy and choice in how they demonstrate their learning.
- Supports diverse learning styles and interests.

Differentiated Instruction

Key Takeaways

- Differentiated Instruction in **English language teaching** ensures that all students can engage with the language in meaningful ways.
- **Content, process, product, and learning environment** can be differentiated to meet the needs of diverse learners.
- **Practical strategies** like tiered activities, learning stations, and choice boards make differentiation manageable and effective.
- **Reflection and feedback** are essential for improving instruction and supporting student growth.

4MAT Lesson Planning

8

Session Overview:
This session introduces the 4MAT Lesson Planning Model, a constructivist approach that engages students by connecting new content to their experiences and encouraging active learning. Participants will explore the four stages of the 4MAT model, practice designing lessons using this framework, and discuss its benefits for student engagement and learning.

Discussion:

1. What is the 4MAT Lesson Planning Model, and how does it differ from traditional lesson planning?
2. How does the 4MAT model support student-centered learning?
3. What are the benefits of using the 4MAT model in language teaching?

What is the 4MAT Lesson Planning Model?

The 4MAT Lesson Planning Model is a **constructivist approach** to lesson planning that emphasizes **active learning** and **student engagement**. Instead of relying on rote memorization, the 4MAT model encourages students to interact with content through **doing, reflecting, and applying** what they learn.

The 4MAT model follows a four-stage structure:
Warm-Up (Review and Motivation)
Information (Presentation and Information)
Practice (Controlled and Semi-Controlled Practice)
Application (Production and Application)
This model is similar to the **PPP (Presentation, Practice, Production)** model but adds a **warm-up** stage to activate prior knowledge and a stronger focus on **application** to real-world contexts.

Video:
4MAT Lesson Plan:
https://youtu.be/ggzco3QuoRc

The Four Stages of the 4MAT Model:

1. Warm-Up (Review and Motivation)

Goal: Engage students and activate their prior knowledge.
Activities:

- Icebreakers, brainstorming, or guessing games.
- Questions or discussions that connect the lesson topic to students' experiences.
- Visuals, realia, or short videos to spark interest.

Example:

- Show pictures related to the lesson topic (e.g., environmental issues) and ask students to discuss what they see.
- Use a True/False quiz to review prior knowledge and introduce the topic.

Why it matters: This stage helps students see the relevance of the lesson and connects what they already know to what they will learn.

2. Information (Presentation and Information)

Goal: Introduce new material in an engaging and clear way.
Activities:

- Present new vocabulary, grammar, or concepts using visuals, realia, or multimedia.
- Interactive lectures, readings, or PowerPoint presentations.
- Use videos, audio clips, or dialogues to demonstrate language in context.

4MAT Lesson Planning

2. Information...continued

Example:
- Introduce vocabulary related to environmental issues (e.g., "littering," "recycling," "pollution") using flashcards or images.
- Read and discuss an analytical expository text about environmental conservation.

Why it matters: This stage ensures that students understand the new material and see how it applies to real-life situations.

3. Practice (Controlled and Semi-Controlled Practice)

Goal: Allow students to practice the new language or skills in a structured way.
Activities:
- Fill-in-the-blank exercises, matching activities, or guided conversations.
- Role-plays, sentence completion, or true/false questions.
- Games that reinforce the new material.

Example:
- Students rearrange sentences from an analytical expository text.
- Students identify the generic structure of the text and analyze its language features.

Why it matters: This stage helps students build confidence and accuracy before moving to more open-ended tasks.

4. Application (Production and Application)

Goal: Encourage students to apply what they've learned in creative and authentic ways.
Activities:
- Role-plays, debates, or skits.
- Writing essays, creating projects, or giving presentations.
- Interviews, group discussions, or real-world tasks.

Example:
- Students create their own analytical expository essay on a topic of their choice.
- Students role-play a dialogue between a shop assistant and a customer using new vocabulary and phrases.

Why it matters: This stage allows students to internalize the language and demonstrate their understanding in meaningful contexts.

Assessment in the 4MAT Model:

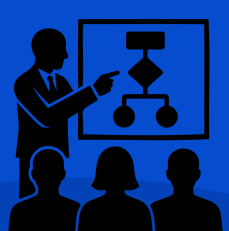
Assessment is a critical part of the 4MAT model. It helps teachers measure how well students have mastered the material and plan future lessons accordingly.

Methods of Assessment:

- Quizzes or short tests.
- Homework assignments or projects.
- Observations during the production stage.
- Self-assessment or peer feedback.

Reflection Questions for Teachers:

- How well were students able to achieve the lesson objectives?
- What challenges did students face, and how can they be addressed in future lessons?
- What activities were most engaging and effective?



4MAT Lesson Planning

Example 4MAT Lesson Plan: Daily Routines Vocabulary

Class and Lesson: Pre-Intermediate English (A2) – Daily Routines
Objective: By the end of the lesson, students will be able to:

- Identify and use vocabulary related to daily routines.
- Describe their daily routines using the new vocabulary.
- Create a short dialogue about their daily activities.

Stage	Activities	Time
Warm-Up	Students discuss their morning routines in pairs. Brainstorm vocabulary related to daily activities (e.g., wake up, brush teeth, eat breakfast).	5-10 minutes
Information	Introduce new vocabulary using flashcards and images. Read and discuss a short text about a person's daily routine.	15-20 minutes
Practice	Students complete a fill-in-the-blank exercise using the new vocabulary. Match activities to times of day.	20 minutes
Application	Students create and present a short dialogue about their daily routines using the new vocabulary.	20 minutes

Practical Activities for the Training Session

Activity 1: Analyzing a Sample 4MAT Lesson Plan
Objective: Understand the structure and flow of a 4MAT lesson.

1. Provide participants with the sample 4MAT lesson plan (from the document).
2. In pairs, participants analyze the lesson plan and discuss:
    - How does each stage contribute to student learning?
    - What makes this lesson engaging and effective?
3. Share insights with the group.

Activity 2: Designing a 4MAT Lesson Plan
Objective: Practice creating a 4MAT lesson plan.

1. Divide participants into small groups.
2. Assign each group a topic (e.g., teaching past tense, vocabulary for travel, writing a persuasive essay).
3. Groups design a 20-minute 4MAT lesson plan that includes:
    - A warm-up activity.
    - An information stage.
    - A practice activity.
    - An application task.
4. Groups present their lesson plans and explain their choices.

Activity 3: Adapting Existing Lessons to 4MAT
Objective: Modify traditional lessons to fit the 4MAT model.

1. Provide participants with a traditional lesson plan (e.g., a grammar lesson).
2. In pairs, participants adapt the lesson to include all four stages of the 4MAT model.
3. Discuss the changes and their potential impact on student engagement and learning.

4MAT Lesson Planning

Practical Activities for the Training Session...continued

Activity 4: Role-Play Teaching a 4MAT Lesson
Objective: Experience teaching and learning using the 4MAT model.

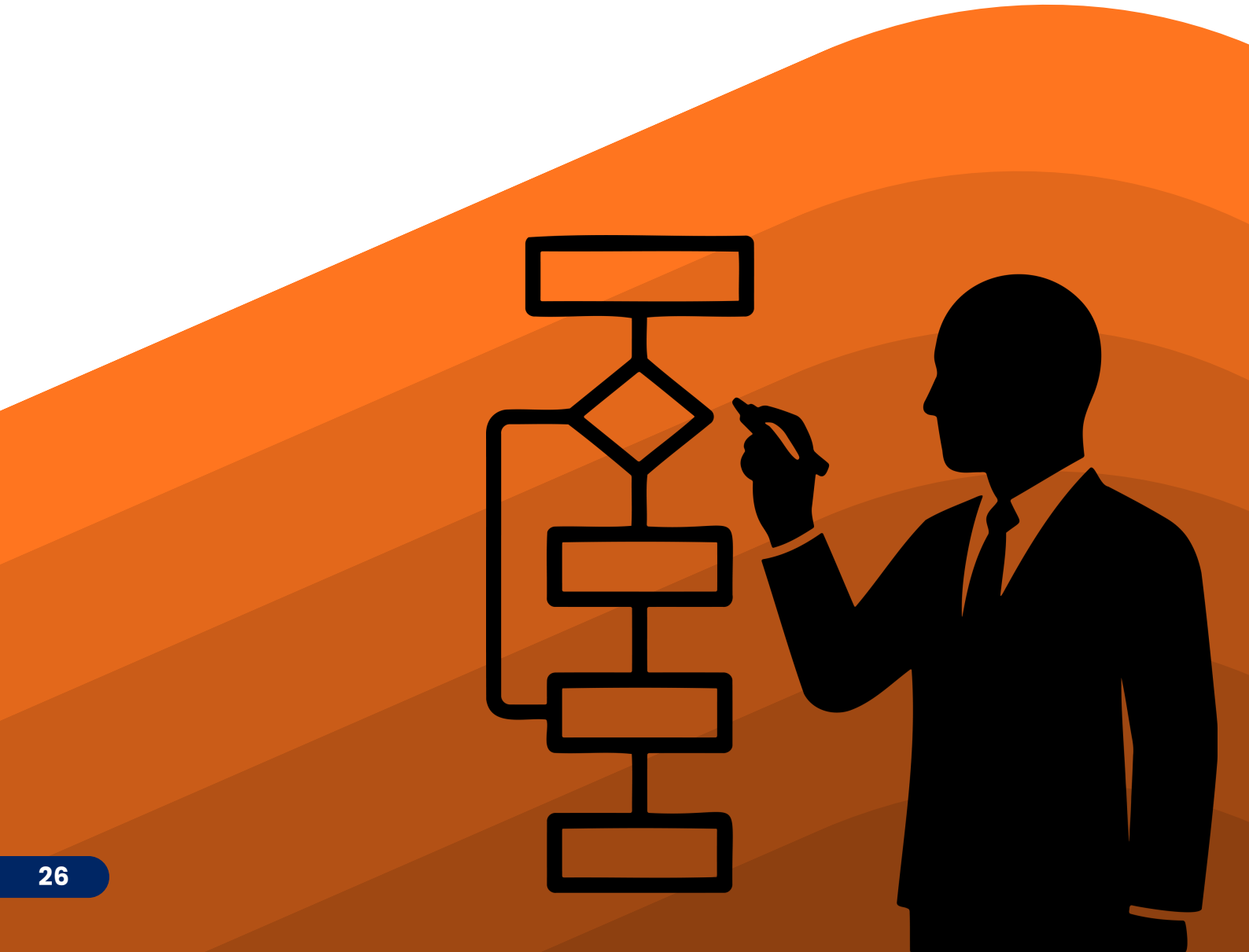
1. Assign each group a stage of the 4MAT model (warm-up, information, practice, application).
2. Groups prepare a 5-minute micro-teaching activity for their assigned stage.
3. Groups present their activities in sequence, simulating a full 4MAT lesson.
4. Reflect on the experience:
    - How did the 4MAT model enhance student engagement?
    - What challenges or benefits did you notice?

Key Takeaways

- The 4MAT model engages students by connecting new content to their experiences.
- The four stages (warm-up, information, practice, application) create a logical and effective learning sequence.
- The 4MAT model supports student-centered learning and encourages active participation.
- Assessment and reflection are integral to the 4MAT model, helping teachers improve future lessons.

Why Use the 4MAT Model?

- Increases student motivation and participation.
- Makes lessons more engaging and enjoyable.
- Helps students build confidence and apply their learning in real-world contexts.
- Encourages critical thinking and creativity.



4MAT Lesson Plan

Theme:	Date/Time:
Skills:	Form/Class:

Materials:

Objectives:

Length:	Activities:
	Warm Up:
	Presentation:
	Practice:
	Production:

Assessment:

Homework:

Receptive Skills: Reading & Listening

9

Session Overview:
This session focuses on teaching **reading and listening skills** as receptive skills. Participants will explore strategies to design effective activities, address common challenges, and apply the **PDP (Pre-During-Post)** format to both reading and listening lessons.

Discussion:

1. Why are reading and listening important for language proficiency?
2. How can teachers design activities that integrate reading and listening skills?
3. What are the common challenges in teaching reading and listening, and how can they be addressed?

Teaching Reading:
https://youtu.be/EAq6ui65508

Teaching Listening:
https://youtu.be/dFhrOOytR_I

Teaching Reading Skills:

Stages of a Reading Lesson:

Stage	Description	Example
Present Vocabulary	Introduce key vocabulary from the text using visuals or realia.	Show images of words like "morning," "breakfast," and "commute."
Guess/Predict	Students predict the content based on titles, images, or short discussions.	"What do you think this story is about?"
1st Reading	Focus on the main idea (e.g., "What is the topic?").	Read a short text about daily routines.
Compare Predictions	Discuss in pairs or groups.	"Was your prediction correct?"
2nd Reading	Answer comprehension questions or complete sentences.	"What time does the character wake up?"
Create Own Questions	Students write questions for their peers.	"What would you ask the character about their routine?"
Discuss in Groups	Share opinions and insights about the text.	"How is your routine similar or different?"

Challenges in Teaching Reading:

Challenge	Solution
Lack of vocabulary knowledge	Pre-teach key vocabulary before reading.
Difficulty comprehending complex texts	Use graded readers or simplify texts.
Lack of interest in reading	Choose topics relevant to students' lives.
Limited exposure to diverse materials	Provide a variety of reading materials at different levels.

Receptive Skills: Reading & Listening

Tips for Effective Reading Activities

- Use visuals and realia to support comprehension.
- Encourage students to make predictions and connections.
- Use group discussions to enhance understanding.

Teaching Listening Skills:

Stages of a Listening Lesson:

Stage	Description	Example
Present Vocabulary	Introduce key vocabulary from the audio.	Show images of words like "market," "vendor," and "bargain."
Guess/Predict	Students predict the content based on titles, images, or short discussions.	"What do you think this conversation is about?"
1st Listening	Focus on the main idea (e.g., "What is the topic?").	Listen to a dialogue about shopping at a market.
Compare Predictions	Discuss in pairs or groups.	"Was your prediction correct?"
2nd Listening	Answer comprehension questions or complete sentences.	"What did the vendor say about the price?"
Create Own Questions	Students write questions for their peers.	"What would you ask the vendor?"
Interview Each Other	Students practice listening and speaking by interviewing each other.	"Ask your partner about their shopping experiences."

Challenges in Teaching Listening

Challenge	Solution
Difficulty understanding accents	Use audio clips with clear pronunciation and provide transcripts.
Lack of vocabulary knowledge	Pre-teach key vocabulary before listening.
Fast speech or complex sentences	Use graded listening materials and break audio into smaller segments.
Lack of interest in listening	Choose topics relevant to students' lives.

Tips for Effective Listening Activities

- Use audio clips with clear pronunciation.
- Provide transcripts or subtitles for support.
- Break audio into smaller segments for easier comprehension.
- Encourage students to summarize what they heard.

Receptive Skills: Reading & Listening

Unified Approach: PDP Format for Reading & Listening

Pre-Stage (Pre)
- **Reading:** Present vocabulary, make predictions.
- **Listening:** Introduce the topic, pre-teach vocabulary, and provide preparation time.

During-Stage (During)
- **Reading:** First and second reading, comprehension questions.
- **Listening:** First and second listening, comprehension questions.

Post-Stage (Post)
- **Reading:** Create questions, discuss in groups.
- **Listening:** Interview each other, discuss insights.

Why Increase Focus on Receptive Skills?

1. Real-World Relevance
- Reading and listening are essential for academic, professional, and social success.
- Employers and universities prioritize comprehension skills—the ability to understand and interpret information.

2. Addressing Skill Gaps
- Many language learners excel in speaking and writing but struggle with reading and listening.
- Standardized tests (e.g., TOEFL, IELTS) often reveal that reading and listening scores lag behind speaking and writing.

3. Cognitive and Social Benefits
- Engaging in reading and listening activities reinforces critical thinking, comprehension, and problem-solving skills.
- Successful comprehension builds confidence and motivation.

4. Preparation for Future Success
- Reading and listening are key skills for understanding lectures, instructions, and written materials.
- Professions increasingly require clear comprehension in team meetings, client interactions, and written reports.

How to Shift the Focus to Receptive Skills

Strategy	Implementation
Integrate Skills	Combine reading and listening with speaking and writing (e.g., discuss a text, then write a response).
Use Authentic Tasks	Design activities that mirror real-life comprehension (e.g., listening to news, reading articles).
Prioritize Comprehension First	Encourage students to focus on understanding before producing language.
Provide Structured Feedback	Use rubrics or checklists to guide feedback on **comprehension, organization, and clarity.**
Create a Supportive Environment	Foster a classroom culture where mistakes are seen as part of learning.

Receptive Skills: Reading & Listening

Activity 1: Predict and Listen (Listening)

Objective: Students practice predicting content from visuals and listening for details.

Steps:

1. **Pre-Stage (Pre):**
   - Show students an image related to an audio clip (e.g., a picture of a busy market).
   - Ask: "What do you think this conversation is about?" Students discuss in pairs and share predictions.
2. **During-Stage (During):**
   - **Listening:** Play the audio clip once for the main idea.
   - Students listen again to answer specific questions (e.g., "What did the vendor say about the price?").
3. **Post-Stage (Post):**
   - Students compare their predictions with what they heard.
   - Discuss in pairs: "Was your prediction correct? What surprised you?"

Why it works:

- Integrates listening comprehension with critical thinking.
- Encourages personalized discussion and active listening.

Activity 2: Read and Respond (Reading & Listening)

Objective: Students read a text and respond to a related listening task.

Steps:

1. **Pre-Stage (Pre):**
   - Present vocabulary from a short text (e.g., "Daily Routines").
   - Students read the text silently and highlight unfamiliar words.
2. **During-Stage (During):**
   - **Reading:** Answer comprehension questions about the text.
   - **Listening:** Play an audio clip of someone describing their routine. Students compare it to the text.
3. **Post-Stage (Post):**
   - Students create two questions about the text and audio clip.
   - Pairs interview each other using their questions.

Why it works:

- Combines reading for detail with listening for comparison.
- Builds comprehension and vocabulary retention.

Activity 3: Information Gap (Listening & Speaking)

Objective: Students exchange information based on different audio clips.

Steps:

1. **Pre-Stage (Pre):**
   - Divide students into pairs. Give Student A an audio clip about "Daily Routines in Georgia" and Student B an audio clip about "Daily Routines in the US."
   - Pre-teach key vocabulary (e.g., "commute," "breakfast," "evening activities").
2. **During-Stage (During):**
   - **Listening:** Students listen to their clips individually.
   - **Speaking:** Students ask each other questions to complete a Venn diagram comparing routines.
3. **Post-Stage (Post):**
   - Pairs present one similarity and one difference to the class.
   - Class discusses: "How are routines influenced by culture?"

Why it works:

- Combines listening for detail with speaking for comparison.
- Encourages cultural exchange and critical thinking.

Key Features of These Activities:

- **Integrated Skills:** Reading and listening are combined in a single activity.
- **Scaffolding:** Activities move from controlled (listening/reading) to free (speaking/discussion).
- **Real-World Relevance:** Topics connect to students' lives or cultural knowledge.
- **Feedback:** Uses peer discussion and group sharing for reflection.

Receptive Skills: Reading & Listening

Key Takeaways

- **Receptive skills** (reading and listening) are essential for real-world comprehension.
- **The PDP format** provides a structured approach to teaching these skills.
- **Authentic tasks and scaffolding** help students build comprehension and confidence.
- **Feedback and reflection** are essential for improving student performance.

Teaching Critical Thinking Skills in the Language Classroom

10

Session Overview:
This session focuses on **teaching critical thinking skills** in the language classroom. Participants will explore the definition and importance of critical thinking, learn strategies to integrate it into language lessons, and practice designing activities that foster critical thinking.

Discussion:

1. What is critical thinking, and why is it important in the language classroom?
2. How can teachers integrate critical thinking into reading, listening, speaking, and writing activities?
3. What strategies and activities can be used to develop students' critical thinking skills?

Teaching Critical Thinking Skills:
https://youtu.be/EAq6ui65508

Definition of Critical Thinking

Critical thinking is one of the essential skills to master at school and is a core component of 21st-century skills. It involves:

- **Analyzing and evaluating** issues or problems from multiple perspectives.
- **Questioning arguments and conclusions** to ensure all necessary information is available.
- **Making well-informed decisions** based on evidence and facts.
- **Reviewing sources of information** and identifying potential biases.
- **Listening to messages**, analyzing presented information, seeking hidden messages, and making decisions based on these resources.

Importance of Critical Thinking in the Language Classroom

Critical thinking is crucial for:

- **Functioning effectively** in today's world.
- **Enhancing language learning** by encouraging deeper engagement with content.
- **Developing problem-solving skills** that are applicable across subjects and real-life situations.
- **Empowering students** to think independently and make reasoned judgments.

Strategies for Teaching Critical Thinking

Strategy	Implementation
Categorizing Material	Organize information into groups to help students analyze topics.
Brainstorming and Discussing	Generate ideas and explore topics through group discussions.
Comparing and Contrasting	Relate new topics to familiar concepts to stimulate critical thinking.
Using Open-Ended Questions	Pose "why" and "how" questions to encourage deeper analysis.
Project-Based Learning (PBL)	Combine language learning with action-oriented tasks to synthesize critical thinking and language.
Graphic Organizers	Use tools like spider diagrams and Venn diagrams to visualize relationships and analyze information.

Teaching Critical Thinking Skills in the Language Classroom

Activities to Develop Critical Thinking

Activity	Description
Predictions During Reading/ Listening	Ask students to make predictions about texts or audio clips
Debates and Discussions	Engage students in debates on controversial topics to evaluate arguments and perspectives.
Analyzing Sources	Have students review and critique sources of information for credibility and bias.
Problem-Solving Tasks	Present real-world problems for students to analyze and propose solutions.
Comparing Cultural Perspectives	Use texts or audio clips from different cultures to compare and contrast viewpoints.

Assessment and Reflection

Method	Description
Self-Assessment	Encourage students to reflect on their critical thinking process and decisions.
Peer Feedback	Use structured feedback sessions where students evaluate each other's reasoning and arguments.
Rubrics	Develop rubrics to assess critical thinking skills
Journaling	Have students write reflections on their thought processes and learning experiences.
Class Discussions	Facilitate discussions where students explain and defend their reasoning.

Example Activity: Analyzing a Text

Objective: Students analyze a short text for bias, evidence, and perspective.
Steps:

Pre-Stage (Pre):
- Present a short text on a controversial topic (e.g., social media use).
- Ask students to **predict the author's perspective** before reading.

During-Stage (During):
- Students read the text and **highlight evidence, arguments, and potential biases.**
- In pairs, students discuss: "What is the author's main argument? What evidence supports it?"

Post-Stage (Post):
- Groups present their analysis to the class.
- Class discusses: "Do you agree with the author? Why or why not?"

Why it works:
- Encourages **analysis, evaluation, and discussion** of texts.
- Develops **critical reading and thinking skills.**

Teaching Critical Thinking Skills in the Language Classroom

Key Takeaways

- **Critical thinking** is essential for **effective language learning** and **real-world problem-solving**.
- **Strategies like categorizing, comparing, and project-based learning** can integrate critical thinking into language lessons.
- **Activities such as debates, source analysis, and problem-solving tasks** foster critical thinking skills.
- **Assessment methods like rubrics, journaling, and discussions** help evaluate and reflect on critical thinking progress.

Tracking Student Progress

11

Session Overview:
This session focuses on **tracking student progress** using formal and informal assessments. Participants will explore how to measure, monitor, and evaluate progress in listening, reading, writing, and speaking skills, using baseline exams and ongoing assessments.

Discussion:

1. Why is tracking student progress important in language teaching?
2. What types of progress can be measured, both formally and informally?
3. How can progress be monitored and evaluated effectively?
4. When should progress be measured and tracked?

Types of Progress That Can Be Measured

Formal Progress Measurement

Type	Description	Example
Baseline Exams	Assess students' initial proficiency levels in listening, reading, writing, and speaking.	Administer a baseline exam at the beginning and end of the school year.
Standardized Tests	Use standardized tests to measure progress against a benchmark.	TOEFL, IELTS, or school-specific exams.
Rubrics	Use scoring rubrics to evaluate specific skills (e.g., fluency, vocabulary, grammar).	Rubrics for speaking tasks, writing assignments, or reading comprehension.
Portfolios	Collect samples of student work over time to show growth.	Portfolios of writing samples, audio recordings of speaking tasks, or reading logs.

Informal Progress Measurement

Type	Description	Example
Classroom Observations	Observe students during activities to assess participation, engagement, and skill application.	Note-taking during group discussions or speaking activities.
Self-Assessment	Encourage students to reflect on their own progress and set goals.	Journal entries or self-evaluation forms.
Peer Feedback	Use peer feedback to provide insights into students' strengths and areas for improvement.	Peer review sessions for writing or speaking tasks.
Anecdotal Records	Keep informal notes on students' performance and behavior.	Teacher notes on students' participation, effort, and improvement.

Tracking Student Progress

How Progress Can Be Monitored and Evaluated

Monitoring Progress

Method	Description
Regular Assessments	Conduct quizzes, short tests, or informal checks to monitor ongoing progress.
Progress Charts	Use charts or graphs to visually track students' improvement over time.
Conferencing	Hold one-on-one conferences with students to discuss their progress and set goals.
Feedback Sessions	Provide structured feedback sessions where students receive input on their performance.

Evaluating Progress

Method	Description
Comparative Analysis	Compare baseline exam results with mid-year and end-of-year results.
Skill-Specific Evaluation	Evaluate each skill (listening, reading, writing, speaking) separately to identify strengths/weaknesses.
Goal Setting	Set specific, measurable goals with students and evaluate progress toward these goals.
Reflective Practices	Encourage students to reflect on their learning journey and evaluate their own progress.

When Progress Can Be Measured and Tracked

Timing	Description
Beginning of the Year	Administer baseline exams to establish initial proficiency levels.
Mid-Year	Conduct mid-year assessments to evaluate progress and adjust instruction.
End of the Year	Administer the baseline exam again to measure overall improvement.
Ongoing	Use informal assessments and observations to continuously monitor progress.

Tracking Student Progress

Using the Baseline Exam for Tracking Progress

Steps for Tracking Progress with Baseline Exams

1. **Administer the Baseline Exam:**
   - Give the exam at the **beginning of the school year** to establish a starting point for each student.

2. **Analyze Results:**
   - Identify **strengths and weaknesses** in listening, reading, writing, and speaking.
   - Note areas where students excel and areas needing improvement.

3. **Set Goals:**
   - Work with students to set **specific, measurable goals** for improvement in each skill area.

4. **Monitor Progress:**
   - Use **ongoing assessments** (quizzes, observations, self-assessments) to track progress throughout the year.

5. **Re-administer the Baseline Exam:**
   - Give the exam again at the **end of the school** year to measure overall improvement.

6. **Evaluate and Reflect:**
   - Compare results from the beginning and end of the year.
   - Reflect on what worked well and what could be improved for future instruction.

Example: Tracking Progress in Speaking Skills

Objective: Measure improvement in students' speaking skills over the school year.

Steps:

1. **Baseline Exam (Beginning of Year):**
   - Administer the speaking section of the baseline exam.
   - Evaluate fluency, vocabulary, grammar, and pronunciation using a rubric.

2. **Mid-Year Assessment:**
   - Conduct a short speaking activity (e.g., a role-play or interview).
   - Compare performance to baseline results.

3. **End-of-Year Baseline Exam:**
   - Re-administer the speaking section of the baseline exam.
   - Compare results to the beginning of the year to measure improvement.

4. **Reflection and Goal Setting:**
   - Discuss results with students.
   - Set new goals for continued improvement.

Key Takeaways

- **Tracking progress** helps identify **strengths and weaknesses**, allowing for targeted instruction.
- **Formal and informal assessments** provide a comprehensive view of student progress.
- **Regular monitoring and evaluation** ensure that students are on track to meet their learning goals.
- **Baseline exams** are a valuable tool for measuring overall improvement and guiding instruction.

English Baseline Exam (60 points) ____/60

სახელი/Name: _____ კლასი/Class: _____ ასაკი/Age: _____ სქესი/Sex: _____

Exercise 1: Listening (15 points) / სავარჯიშო 1: მოსმენა (15 ქულა) ____/15

Instructions: Listen to the teacher and then **circle the correct answer**
ინსტრუქციები: მოუსმინეთ მასწავლებელს და შემდეგ **შემოხაზეთ სწორი პასუხი**

Question 1: How old is Tom? რამდენი წლისაა ტომი?
1. 5 years old (ის 5 წლისაა)
2. 27 years old (ის 27 წლისაა)
3. 12 years old (ის 12 წლისაა)
4. 65 years old (ის 65 წლისაა)

Question 2: Where does Tom live? სად ცხოვრობს ტომი?
1. China (ის ჩინეთში ცხოვრობს)
2. Georgia (ის საქართველოში ცხოვრობს)
3. Mexico (ის მექსიკაში ცხოვრობს)
4. England (ის ინგლისში ცხოვრობს)

Question 3: How many sisters does Tom have? რამდენი და ჰყავს ტომს?
1. 0 sisters (მას დები არ ჰყავს)
2. 4 sisters (მას 4 და ჰყავს)
3. 2 sisters (მას 2 და ჰყავს)
4. 1 sister (მას 1 და ჰყავს)

Question 4: What did Tom do last summer? რა გააკეთა ტომმა გასულ ზაფხულს?
1. Went swimming (ის ცურავდა)
2. Ate ice cream (მან ნაყინი შეჭამა)
3. Played football (ის ფეხბურთს თამაშობდა)
4. Went to school (ის სკოლაში წავიდა)

Question 5: What is Tom going to do in the winter? რას აპირებს ტომი ზამთარში?
1. Play football (ის ფეხბურთს ითამაშებს)
2. Go to school (ის სკოლაში წავა)
3. Go swimming (ის ცურვაში წავა)
4. Eat dinner (ის ვახშამს შეჭამს)

Exercise 2: Reading (15 points) / სავარჯიშო 2: კითხვა (15 ქულა) ____/15

Instructions: Read the story and then **circle the correct answer**
ინსტრუქციები: წაიკითხეთ მოთხრობა და **შემდეგ შემოხაზეთ სწორი პასუხი**

Hello! My name is Jason, and I live in the UK. In the summer, I usually go to the lake with my friend David. We catch fish, go swimming, and ride bicycles. We also eat lots of ice cream. I like chocolate ice cream the most, but David can't stand it. Last summer, I went to the lake by myself. David couldn't come because he got a job in the city. I was a bit lonely, but I still had fun. Next summer, David and I will go to the lake together. David's sister Holly will come with us.

Question 6: Where does Jason live?
1. Japan
2. Brazil
3. UK
4. Russia

Question 7: Where does Jason usually go in the summer?
1. The lake
2. The mountains
3. The forest
4. The park

Question 8: Who likes chocolate ice cream?
1. David
2. Jason
3. Holly
4. Matthew

Question 9: Who went to the lake last summer?
1. David
2. Jason
3. David and Jason
4. David, Jason, and Holly

Question 10: Who will go to the lake next summer?
1. David
2. Jason
3. David and Jason
4. David, Jason, and Holly

Exercise 3: Writing (15 points) / სავარჯიშო 3: წერა (15 ქულა) **____/15**

Instructions: Read the questions and then **write the answer in English (1-3 complete sentences)**
ინსტრუქციები: წაიკითხეთ კითხვები და შემდეგ **დაწერეთ პასუხი ინგლისურად (1-3 სრული წინადადება)**

Question 11: What is your favorite food?
რომელია შენი საყვარელი საჭმელი?

_____

_____

_____

Question 12: What did you do last summer?
რა გააკეთე გასულ ზაფხულს?

_____

_____

_____

Question 12: What are your future plans?
რა არის თქვენი სამომავლო გეგმები?

_____

_____

_____

Exercise 4: Speaking (15 points) / სავარჯიშო 4: საუბარი (15 ქულა) **____/15**

Instructions: Listen to the teacher and then **answer the questions in English (1-3 complete sentences)**
ინსტრუქციები: მოუსმინეთ მასწავლებელს და **შემდეგ უპასუხეთ კითხვებს ინგლისურად (1-3 სრული წინადადება)**

Question 14: _____

Question 15: _____

Question 16: _____

English Baseline Exam Teacher Page ****TEACHER KEEPS THIS PAGE—DON'T GIVE TO STUDENT****

Exercise 1: Listening (15 points)

Testing Instructions: After you introduce the test, students will begin with the listening section. In this section, students will listen to you read a short text and then answer 5 multiple choice questions.

Read the following text aloud: Hello! My name is Tom, and I am twelve years old. I live in England with my family. I have a mother, a father, a grandmother, and two older brothers. I don't have any sisters. Last summer, I played football with my friends, but I didn't go swimming. In the winter, I'm going to go to school. I'm not going to play football because it will be cold!

Answers: 1) c, 2) d, 3) a, 4) c, 5) b

Exercise 2: Reading (15 points)

Answers: 1) c, 2) a 3) b, 4) b, 5) d

Exercise 3: Writing (15 points)

Answers: (see rubric below)

Exercise 4: Speaking (15 points)

Instructions: Listen to the teacher and then **answer the questions in English (1-3 complete sentences)**
ინსტრუქციები: მოუსმინეთ მასწავლებელს და **შემდეგ უპასუხეთ კითხვებს ინგლისურად (1-3 სრული წინადადება)**

To provide an example, the teacher starts the conversation by introducing themselves.
Teacher: Hello. My name is _____.

Question 14: What is your name? (რა გქვია?)

Score: _____

Question 15: What did you do yesterday? (რა გააკეთე გუშინ?)

Score: _____

Question 16: What will you do tomorrow? (ხვალ რას იზამ?)

Score: _____

Rubric for exercises 3 and 4: Writing and Speaking

Skill	0 Points	1 Point	2 Points	3 Points	4 Points	5 Points
Fluency	No answer	Student struggles to find words and can barely produce an answer	Student struggles to answer and pauses frequently to find words	Student answers haltingly with frequent unnatural pauses	Student answers confidently with occasional unnatural pauses	Student answers confidently without any unnatural pauses
Vocabulary	No answer	Student does not use any words relevant to the theme	Student uses a handful of words relevant to the theme	Student uses a limited range of words relevant to the theme	Student uses a moderate range of words relevant to the theme	Student uses a wide range of words relevant to the theme
Grammar	No answer	Student makes numerous errors that impact meaning and make response incomprehensible	Student makes frequent errors that impact meaning and make response difficult to understand	Student doesn't use the correct tense and makes significant errors that impact meaning	Student attempts to use correct tense and makes occasional errors that impact meaning	Student uses correct tense throughout and doesn't make any errors that impact meaning
Example	No answer	I vashli.	Volleyball and city.	Yesterday, I play volleyball and go city.	Yesterday, I played volleyball with friend and go to the city.	Yesterday, I played volleyball with my friends and went to the city. It was hot so we ate a lot of ice cream.

Note: If you provide a student with the translation for a question, subtract 1 point from their score. For example, if a student provides a perfect response after viewing the translated question, they should receive a score of 4 rather than a score of 5.

Project Based Learning (PBL)

12

Session Overview:
This session focuses on introducing **Project-Based Learning (PBL)** in the language classroom. Participants will explore the steps to implement PBL, learn how to create driving questions, and design projects that engage students in meaningful, real-world tasks.

Discussion:

1. What is Project-Based Learning (PBL), and why is it effective in the language classroom?
2. How can teachers create engaging driving questions for PBL projects?
3. What are the steps to implement PBL in language teaching?
4. How can PBL be integrated with language learning objectives?

Project Based Learning (PBL):
https://youtu.be/FahBb-C_juQ

What is Project-Based Learning (PBL)?

Project-Based Learning (PBL) is an instructional approach where students learn by actively engaging in real-world and personally meaningful projects. PBL tasks start with a driving question or problem, ideally generated by the students themselves. When the driving question aligns with students' interests, they are more likely to engage actively and contribute meaningfully to the project.

Steps to Implement PBL in the Language Classroom

Step	Description	Example
Expose Students to a Topic	Introduce a topic or issue that sparks students' interest and encourages them to ask questions.	Show a video about environmental issues or read a newspaper article on a relevant topic.
Identify the Driving Question	After an entry event, encourage students to co-create a driving question for the project.	"How can we reduce plastic waste in our school?"
Plan the Project	Outline the project's scope, tasks, and timeline.	Create a project plan with milestones for research, data collection, and presentation.
Conduct Research	Students gather information, analyze data, and explore solutions.	Research plastic waste statistics, interview school staff, and analyze findings.
Create a Product	Students develop a tangible product (e.g., report, presentation, model).	Design a campaign poster or create a video to raise awareness about plastic waste.
Present and Reflect	Students present their projects and reflect on their learning process.	Present findings to the class and discuss what they learned and how they can apply it.

Creating Driving Questions for PBL

Characteristics of Effective Driving Questions

- Open-Ended: Encourages exploration and multiple perspectives.
- Complex: Requires in-depth inquiry and critical thinking.
- Relevant: Connects to students' interests or real-world issues.
- Feasible: Can be explored within the project's timeframe and resources

Project Based Learning (PBL)

Examples of Driving Questions

- "How can we improve recycling in our community?"
- "What are the cultural differences in celebrating holidays, and how can we share them with others?"
- "How can we use technology to solve a problem in our school?"

Integrating PBL with Language Learning Objectives

Language Skill	PBL Integration	Example
Listening	Students listen to interviews, podcasts, or presentations related to the project topic.	Listen to a podcast about environmental issues and summarize key points.
Speaking	Students present their projects, participate in debates, or conduct interviews.	Present project findings to the class or community stakeholders.
Reading	Students read articles, reports, or books to gather information for their projects.	Read and analyze articles about plastic waste and its impact on the environment.
Writing	Students write reports, proposals, or reflective journals as part of their projects.	Write a proposal for a school recycling program.

Example PBL Project: Environmental Awareness Campaign

Objective: Students create a campaign to raise awareness about reducing plastic waste in their school.

Steps:

1. **Expose Students to the Topic:**
   - Show a documentary or article about plastic pollution.
   - Ask students: "What questions do you have about plastic waste?"
2. **Identify the Driving Question:**
   - Co-create a driving question: "How can we reduce plastic waste in our school?"
3. **Plan the Project:**
   - Outline tasks: research, data collection, campaign design, and presentation.
   - Set a timeline with milestones.
4. **Conduct Research:**
   - Students research plastic waste statistics and interview school staff.
   - Analyze findings and brainstorm solutions.
5. **Create a Product:**
   - Design campaign posters, create a video, or write a proposal for a school recycling program.
6. **Present and Reflect:**
   - Present the campaign to the school community.
   - Reflect on the learning process and project outcomes.

Project Based Learning (PBL)

Why it works:

- Engages students in **real-world problem-solving.**
- Integrates **listening, speaking, reading, and writing** skills.
- Encourages **collaboration, critical thinking, and creativity.**

Key Takeaways

- **PBL engages students** in meaningful, real-world tasks.
- **Driving questions** should be open-ended, complex, relevant, and feasible.
- **PBL integrates language skills** by incorporating listening, speaking, reading, and writing.
- **Reflection and presentation** are essential for deepening learning and applying knowledge.

Teacher Observation Checklist

A

Why Include a Teacher Observation Checklist?
The Teacher Observation Checklist is a critical component of this training manual, designed to support the **co-teaching and observation model** used in our teacher training program. This checklist serves several key purposes:

1. Modeling Good Practices
- The **co-teacher/trainer** uses the checklist to **model effective teaching practices** during co-teaching sessions.
- By observing the trainer, trainee teachers gain a **practical understanding** of how to implement strategies such as **classroom management, student-centered instruction, and language-focused activities.**

7.48

2. Structured Observation and Feedback
- The checklist provides a **structured framework** for observing trainee teachers as they implement the training.
- It ensures that observations are **consistent, objective, and focused** on specific teaching skills and strategies.
- The checklist helps the co-teacher/trainer provide **targeted, constructive feedback** to trainee teachers, highlighting strengths and areas for improvement.

3. Encouraging Reflective Practice
- The checklist encourages trainee teachers to **reflect on their own teaching practices** by comparing their performance against the checklist criteria.
- It fosters a **growth mindset**, where teachers continuously assess and refine their skills based on feedback and self-reflection.

4. Ensuring Accountability and Progress
- The checklist helps track **progress over time** by comparing observations from the **baseline observation (OB-1)** to the **follow-up observation (OB-2).**
- It ensures that trainee teachers are accountable for implementing the strategies and techniques covered in the training.

5. Supporting Co-Teaching and Collaboration
- The checklist facilitates **collaborative discussions** between the co-teacher/trainer and trainee teachers.
- It provides a **shared language and criteria** for discussing teaching practices, ensuring that both parties are aligned in their goals and expectations.

6. Aligning with Training Objectives
- The checklist is directly aligned with the **objectives of the teacher training program**, ensuring that trainee teachers develop the skills necessary for effective language instruction.
- It reinforces the **student-centered, communicative, and inclusive teaching** approaches emphasized in the training.

Key Takeaways
- The **Teacher Observation Checklist** is a tool for modeling, observing, and reflecting on teaching practices.
- It supports **co-teaching, feedback, and accountability**, ensuring that trainee teachers develop the skills needed for effective language instruction.
- By using the checklist, trainers and trainee teachers can **collaborate** to improve teaching practices and student outcomes.

Teacher Observation Checklist

Instructions:
Observations should take place during a class where the individual being observed is the lead teacher. Ideally, he/she would be the only teacher responsible for giving instruction during the observation. Read through each item in this checklist carefully before conducting the observation.

For each item, indicate whether or not the teacher demonstrated this skill during his/her lesson by placing a **Y** or **N** in the appropriate **OB-1** (Observation 1 /baseline observation), **OB-2** (Obersvation 2 / follow-up observation). Following the observation, indicate the total number of Ys for each section.

Teacher Name: **Sex:** **School:**

Grade/Level: **Date of OB-1:** **Date of OB-2:**

General Skills: Classroom Organization and Management:

Classroom Organization	OB-1	OB-2	Classroom Management	OB-1	OB-2
Teacher uses a seating chart or other tool to manage equitable student participation			Teacher has a lesson plan		
Appropriate visual aids in room			Teacher gives and repeats clear instructions and checks comprehension		
When possible, classroom is arranged to maximize pair and group work			Teacher has established rules/routines that are consistently reinforced		
Class begins and ends in an orderly manner and no time is lost in transitions			Teacher uses appropriate behavioral interventions (and none that are inappropriate!)		
			Must demonstrate 4 or more skills out of 8—Total:		

General Skills: Student-Centered Instruction:

Enabling Environment	OB-1	OB-2	Student-Centered Lesson	OB-1	OB-2
Teacher bases lesson on student experiences			Teacher uses strategies to invite student thinking (e.g., wait time) and allow for multiple students to participate		
Teacher presents content in a variety of ways			Teacher uses collaborative/cooperative activities (group or pair work)		
Teacher engages all students equally			Teacher blends traditional and student-centered approaches to value both		
Teacher uses differentiated instruction			Teacher provides appropriate, timely feedback		
Teacher uses scaffolding learning strategies (coaches, helps students do what they could not do on their own)			Teacher uses formative assessment techniques to gauge student learning during activities		
Teacher provides a goal for each lesson			Teacher provides choice and opportunities for students to personalize activities		
			Must demonstrate 6 or more skills out of 12—Total:		

Teacher Observation Checklist

English Language Instruction:

Language Learning Strategies and Materials	OB-1	OB-2	Skill-Focused Instruction	OB-1	OB-2
Teacher provides a classroom environment that provides regular, active English practice			Teacher uses activities that make use of real-life situations that necessitate communication		
Teacher makes extensive use of English as a procedural language but uses students' mother tongue when appropriate			Teacher provides activities appropriate to the learners' age(s) and level(s) of English proficiency		
Teacher uses "teacher talk" to expand student production			Teacher uses recognized techniques for teaching the following: 1. Oral skills (speaking, listening, and pronunciation) 2. Textual skills (reading and writing) 3. Vocabulary, functions and notions, and grammar skills		
Teacher focuses on form and vocabulary but also the function and use of English					
When appropriate, teacher compares and contrasts students' language with English					
			Must demonstrate 5 or more skills out of 10—Total:		

Fair Classroom Practices:	OB-1	OB-2		OB-1	OB-2
Teacher calls on students equally, including higher-level cognitive questions.			Teacher gives quality, precise, and constructive feedback to all students' answers.		
Teacher integrates students thoughtfully in seating arrangements (e.g., ensures no group is isolated).			Teacher makes eye contact will all students and calls them by name		
Teacher ensures all students are actively engaged in class projects and structured activities.			Teacher encourages students engage in risk-taking when answering questions in class, even when they are not 100% sure of their answer (you can't learn w/o making mistakes!)		
Teacher avoids using stereotypes that assign or presume roles (e.g., leadership, tasks, or responsibilities).			Teacher ensures all students are actively engaged in class projects and encouraged to participate in discussions.		
Teacher integrates students (rather than dividing them by arbitrary groups) during activities.			Teacher assigns classroom responsibilities equally to all students.		
Teacher uses teaching materials that show positive and multifaceted representations of all students.			Teacher provides equal assistance and feedback to all students.		
			Must demonstrate 5 or more skills out of 12—Total:		

English Procedural Language:	OB-1	OB-2		OB-1	OB-2
Teacher conducts routine parts of the class in English			Teacher responds to student requests in English		
Teacher gives classroom instructions/ assignments in English			Teacher speaks clearly enunciated English		
Teacher conducts classroom management in English			Teacher uses gestures when speaking English that assist students in comprehending what is being said		
Teacher encourages students to use English for basic requests			Teacher pauses often when speaking English to enhance students' understanding		
			Must demonstrate 4 or more skills out of 8—Total:		

English Teacher Training Attendance Sheet

B

Name: **Age:** **Sex:**

1		M	F
2		M	F
3		M	F
4		M	F
5		M	F
6		M	F
7		M	F
8		M	F
9		M	F
10		M	F
11		M	F
12		M	F
13		M	F
14		M	F
15		M	F

Notes:

Date: **Time:** **Activity:**

Certificate of Completion

On the following page is a certificate you can print or copy and hand out to the participants of your teacher training. Below is an example of how a completed certificate would look.

Example:

English Teacher Training Course

CERTIFICATE

of Completion

Jane Doe

Jane Doe successfully completed a 12-hour Teacher Training Course, conducted from 10 February 2028 to 11 May 2028. During this course, the participant engaged in structured lessons covering aspects of teaching methodology, including:

- **Giving Feedback:** Mastered techniques for delivering constructive, actionable, and motivating feedback to learners, fostering growth and confidence in language acquisition.
- **Giving Instructions:** Learned to provide clear, concise, and effective instructions to ensure student understanding and engagement in classroom activities.
- **Co-Teaching:** Explored collaborative teaching strategies, including team teaching, station teaching, and parallel teaching, to maximize student learning outcomes.
- **Teaching Vocabulary:** Acquired methods for introducing, reinforcing, and assessing vocabulary in meaningful contexts, using techniques such as word maps, flashcards, and contextualized practice.
- **Communicative Skills: Speaking and Writing:** Developed strategies to enhance students' speaking and writing abilities through interactive tasks, peer reviews, and real-world communication practice.
- **Using Controlled, Semi-Controlled, and Free Activities:** Gained expertise in designing and implementing activities that scaffold language learning, from structured practice to open-ended, creative expression.
- **Differentiated Instruction:** Learned to adapt teaching methods, materials, and assessments to meet the diverse needs, abilities, and learning styles of students.
- **4MAT Lesson Planning:** Applied the 4MAT model to create engaging, well-rounded lessons that address the four key learning styles: Why, What, How, and What If.
- **Receptive Skills: Reading & Listening:** Developed techniques to improve students' reading comprehension and listening skills through authentic materials, active listening tasks, and guided reading strategies.
- **Teaching Critical Thinking Skills in the Language Classroom:** Integrated critical thinking activities into language lessons, encouraging students to analyze, evaluate, and synthesize information in English.
- **Tracking Student Progress:** Used baseline exams, rubrics, and portfolios to assess and track growth in listening, reading, writing, and speaking, setting goals and reflecting on progress.
- **Project-Based Learning (PBL):** Developed skills to design and implement immersive, real-world projects that integrate language skills, collaboration, and critical thinking, while assessing outcomes through structured rubrics and reflective practices.

Course Instructor(s): John Jones

John Jones, Peace Corps Volunteer

English Teacher Training Course

CERTIFICATE

of Completion

_____

_____successfully completed a 12-hour Teacher Training Course, conducted from _____ to _____. During this course, the participant engaged in structured lessons covering aspects of teaching methodology, including:

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- **Giving Instructions:** Learned to provide clear, concise, and effective instructions to ensure student understanding and engagement in classroom activities.
- **Co-Teaching:** Explored collaborative teaching strategies, including team teaching, station teaching, and parallel teaching, to maximize student learning outcomes.
- **Teaching Vocabulary:** Acquired methods for introducing, reinforcing, and assessing vocabulary in meaningful contexts, using techniques such as word maps, flashcards, and contextualized practice.
- **Communicative Skills: Speaking and Writing:** Developed strategies to enhance students' speaking and writing abilities through interactive tasks, peer reviews, and real-world communication practice.
- **Using Controlled, Semi-Controlled, and Free Activities:** Gained expertise in designing and implementing activities that scaffold language learning, from structured practice to open-ended, creative expression.
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Course Instructor(s): _____

Glossary of Terms

D

Term	Definition
4MAT Model	A lesson-planning framework with four phases (Why, What, How, What If) to address diverse learning styles .
Accuracy	Focus on grammatical correctness, pronunciation, and syntax in language production .
Accuracy vs. Fluency	A distinction in language teaching where accuracy focuses on correctness, while fluency prioritizes natural communication .
Action-Oriented Feedback	Feedback that provides specific, actionable steps for improvement .
Analyzing Sources	Evaluating the credibility, relevance, and bias of texts or audio materials .
Application (4MAT)	The final phase of the 4MAT model, where students apply learned concepts to new situations .
Assessment (Differentiated Instruction)	Tailored evaluation methods (e.g., portfolios, presentations) to measure student progress .
Authentic Materials	Real-world texts (e.g., news articles, videos) used to teach language in context .
Categorizing Material	Organizing information into groups or themes to aid comprehension .
CCQ (Concept Check Questions)	Questions used to verify students' understanding of a concept (e.g., "Why would someone use 'when' instead of 'if'?") .
CEFR	Common European Framework of Reference: A standardized framework (A1–C2) for describing language proficiency .
Challenges in Teaching Listening	Common difficulties in listening instruction, including fast speech, unfamiliar accents, lack of vocabulary, and low student interest .
Challenges in Teaching Reading	Obstacles in reading instruction, such as complex vocabulary, cultural references, and low motivation .
Clarity in Instructions	Ensuring instructions are short, simple, and step-by-step to avoid confusion .
Co-Planning	Collaborative lesson planning between co-teachers to align objectives, materials, and assessments .
Co-Teaching	A teaching model where two or more educators share responsibility for planning, instructing, and assessing students .
Communicative Language Teaching (CLT)	An approach prioritizing real-life interaction and meaningful communication over rote grammar drills .
Comparing and Contrasting	Identifying similarities and differences between ideas, texts, or concepts .
Comparing Cultural Perspectives	Analyzing how different cultures approach topics or texts .
Controlled Activities	Structured tasks (e.g., gap-fills, drills) to reinforce accuracy before creative language use .

Glossary of Terms

Term	Definition
Critical Thinking	The ability to analyze, evaluate, and synthesize information to form reasoned judgments .
Differentiated Instruction	Tailoring teaching methods to accommodate diverse student needs through content, process, product, or learning environment .
Differentiating Content	Adapting the material students learn to match their abilities or interests .
Differentiating Learning Environment	Adapting the physical or virtual classroom setup to support diverse learning needs .
Differentiating Process	Adjusting how students engage with content (e.g., group work, individual tasks) .
Differentiating Product	Allowing students to demonstrate understanding in varied ways (e.g., videos, reports, presentations) .
During-Stage (During)	The middle phase of a lesson focused on comprehension (e.g., answering questions) .
During-Stage (Listening/ Reading)	The middle phase of the PDP Format, where students focus on comprehension .
Effective Feedback	Feedback that is specific, actionable, and timely to improve student performance .
Elicitation	Drawing out language or ideas from students rather than providing them directly .
Error Correction	Strategies to address mistakes in student language production .
Fluency	The ability to communicate smoothly and naturally, prioritizing meaning over grammatical perfection .
Free Activities	Open-ended tasks (e.g., debates, role-plays) that encourage creative language use and fluency .
Gap-Fill Exercises	Controlled activities where students complete missing words or phrases in a text .
Graded Materials	Texts or audio materials adjusted to match students' language proficiency levels .
Graphic Organizers	Visual tools (e.g., mind maps, Venn diagrams) to help students categorize information .
Grouping Strategies	Methods for grouping students (e.g., homogeneous, heterogeneous, interest-based) .
Guided Discovery	A teaching approach where students discover language rules through structured tasks .
Information (4MAT)	The second phase of the 4MAT model, where students learn key concepts .
Information Gap Activities	Tasks where students exchange missing information (e.g., one describes a picture while another draws it) .
Interest Grouping	Grouping students based on shared interests or topics to increase engagement .
Language Functions	The purposes for which language is used (e.g., requesting, apologizing) .

Glossary of Terms

Term	Definition
Listening for Detail	A listening activity where students focus on specific information in an audio text .
Listening for Gist	A listening activity where students identify the main idea of an audio text .
Metacognition	The ability to reflect on and regulate one's own learning processes .
Modeling	Demonstrating a task or language structure for students to imitate .
Open-Ended Questions	Questions that require students to think critically and provide detailed responses .
Pair Work	Activities where students work in pairs to practice language or complete tasks .
PDP Format	A structured approach to teaching receptive skills (reading/listening) with three stages: Pre-Stage, During-Stage, and Post-Stage .
Peer Feedback	Structured feedback sessions where students assess each other's work to refine critical thinking .
Post-Stage (Listening/ Reading)	The final phase of the PDP Format, where students reflect, extend, or apply what they've learned .
Pre-Stage (Listening/Reading)	The initial phase of the PDP Format, where students activate prior knowledge or predict content .
Predict and Listen	A listening activity where students predict content before verifying their predictions .
Prediction Activities	Tasks where students guess the content of a text or audio before engaging with it .
Problem-Solving Tasks	Activities where students analyze real-world problems and propose solutions using language skills .
Process Writing	A multi-stage writing approach (brainstorming, drafting, revising, editing) .
Project Based Learning (PBL)	An instructional approach where students learn by engaging in real-world projects .
Realia	Real-life objects (e.g., menus, tickets) used to provide authentic context for vocabulary or concepts .
Receptive Skills	Language skills focused on understanding input (reading and listening) .
Role-Play	A free activity where students act out scenarios to practice communicative skills .
Scaffolding	Providing temporary support (e.g., sentence starters, word banks) to help students complete tasks independently .
Semi-Controlled Activities	Tasks balancing structure and creativity (e.g., guided discussions) .
Sentence Starters	Phrases provided to students to help them begin writing or speaking tasks .
Silent Period	A stage in language acquisition where learners focus on listening before speaking .

Glossary of Terms

Term	Definition
Skimming	A reading technique where students quickly identify the main idea of a text .
Speaking Drills	Controlled activities where students repeat or practice specific language structures .
Speaking Skills	The ability to communicate orally with clarity, coherence, and confidence .
Stages of a Listening Lesson	A three-phase framework: Pre-listening, During-listening, and Post-listening .
Stages of a Reading Lesson	A three-phase framework: Pre-reading, During-reading, and Post-reading .
Summarizing	A post-reading or post-listening activity where students condense the main ideas of a text .
Task-Based Learning	An approach where students learn language by completing meaningful tasks .
Teaching Vocabulary	Strategies for introducing and reinforcing new words in context .
Think-Pair-Share	A collaborative activity where students think individually, discuss in pairs, and share with the class .
Tips for Effective Listening Activities	Strategies to improve listening instruction, such as using graded materials and breaking audio into segments .
Tips for Effective Reading Activities	Strategies to improve reading instruction, such as using visuals, encouraging predictions, and facilitating group discussions .
Tracking Student Progress	Methods for monitoring and recording student development over time .
Transcripts	Written versions of audio materials used to support listening comprehension .
Visual Aids	Images, charts, or videos used to support comprehension and engagement .
Vocabulary Pre-Teaching	Introducing key vocabulary before a reading or listening activity to aid comprehension .
Warm-Up (4MAT)	The first stage of the 4MAT model, designed to activate prior knowledge and motivate students .
Word Banks	Lists of vocabulary provided to students to support writing or speaking tasks .
Writing Frames	Templates with sentence starters or structures to guide students' writing .
Writing Skills	The ability to express ideas clearly in written form, developed through drafting, revising, and editing .

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About the Author

David Eldred is a graduate of the Massachusetts College of Liberal Arts majoring in Education (BS). He has experience teaching English in Czechia at a private language center in Prague, in Kyrgyzstan at a secondary school in Mramornoye Village, at the National College of Commerce of ASEM in Chisinau, Moldova, and at the Batumi Maritime Academy Poti Branch in Poti, Georgia. David is a trained and certified English language teacher with a TEFL certification from LiveTEFL in Prague, Czechia, and extensive training in both English Language education, and Teacher Training from the U.S. Peace Corps. In 2024 and 2026, David was a Fulbright ETA Semi-Finalist. In his spare time he enjoys traveling, and joining local book clubs wherever he is currently living.

English Teacher Training: A Trainer's Guide to Teaching Modern English Teaching Methodology, Practices, and Solutions is a comprehensive resource designed for Peace Corps Volunteers, English language educators, and teacher trainers. Developed in collaboration with Peace Corps Georgia and the Batumi State Maritime Academy Poti Branch, this guide equips trainers to deliver effective, student-centered teacher training sessions.

Inside, you'll find:

- **Practical strategies** for giving feedback, co-teaching, and classroom management.
- **Step-by-step techniques** for teaching vocabulary, communicative skills, and critical thinking.
- **Differentiated instruction techniques** to meet diverse learner needs.
- **Project-Based Learning (PBL)** and **4MAT lesson planning** frameworks to engage students in real-world tasks.
- **Tools for tracking progress**, including baseline exams, rubrics, and portfolios.

This book is ideal for educators seeking to build capacity, foster collaboration, and create inclusive, dynamic classrooms. Whether you're training new teachers or refining your own practice, this guide provides the tools and inspiration to make a lasting impact.

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